

VISUAL ARTS

CONTENT STANDARD 4: History and Cultures

Students will understand the visual arts in relation to history and cultures.

PERFORMANCE STANDARDS K-4

Students will:

- a. Recognize that the visual arts have history and different cultural purposes and meanings.**
- b. Identify specific works of art as belonging to particular styles, cultures, times and places.**
- c. Create artwork that demonstrates understanding of how history or culture can influence visual art.**

Grade 2	Grade 4
4.2.1 Students analyze portraits as historical records to identify differences in the way people have been portrayed in various ages and cultures (i.e., Roman busts, Dorothea Lange photos, Chuck Close and Rembrandt paintings, Egyptian registers, etc.); discuss changes in media, point of view, fashion and facial expressions; and create an expressive self-portrait showing how they would like to be remembered in history. Standards 1abc, 2b, 3a, 4ab, 5c, 6d	4.4.1 Students compare and contrast the patterns and motifs of western and non-western pottery (i.e., Greek, Mexican, Native American, Chinese, etc.) to determine how the ideas reflect the history of the culture in which they originate; and discuss the various functions of the ceramics within the cultural context. Standards 2a, 3a, 4ab, 5ab, 6de
4.2.2 Students analyze various architectural devices used by different cultures in time (i.e., Pueblo adobes, cliff dwellings, French palaces and castles, India’s Taj Mahal, space station, and Frank Lloyd Wright’s houses, etc.) and discuss construction, techniques and environmental roles. Standards 1b, 2b, 3a, 4ab,5a, 6d	4.4.2 Students examine artworks that honor heroes or exalted people (i.e., Washington Crossing the Delaware, David’s “The Oath of the Horatii”, Japanese Buddha sculptures, “Raising the Flag on Iow Jima,” etc.); discuss how these people are represented in various cultures and what values are held heroic in different cultures and create an artwork of someone they feel is heroic. Standards 3b, 4a, 5ac, 6de
4.2.3 Examine a variety of furniture (i.e., thrones, beds, tables, etc.) in different cultures and time periods; and discuss the roles of furniture within each culture and which design elements are shared or different. Standards 2b, 4a, 5ac, 6de	4.4.3 Students examine clothing and fashion in a variety of cultures and time periods; and discuss changing roles of clothes and fashion (i.e., armor, ceremonial robes, costumes, etc.) and how cultural attitudes affect design choices (i.e., color, pattern, texture, etc.). Standards 2b, 4a, 5a, 6de

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PERFORMANCE STANDARDS 5-8

Students will:

- a. Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.**
- b. Describe and place a variety of specific significant art objects by artist, style, and historical and cultural context.**
- c. Analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.**

Grade 6	Grade 8
4.6.1 Students examine the role of public sculpture within a variety of cultures; compare and contrast styles, intent, and meaning within their individual context; discuss media, symbolism, and design choices and the visual impact on viewer from different cultures; examine current public controversies initiated by public art (i.e., “Tilted Arc” by Richard Serra In NYC, the Washington Monument, the Statue of Liberty, etc.); propose a design for a public sculpture for the school or town; evaluate designs and predict public reactions to sculpture proposals; and conduct a poll of affected audience to compare actual response with predicted results. Standards 2b, 3ab, 4ac, 5ac	4.8.1 Students compare two artists that collaborated on a specific theme or piece of artwork (i.e., Braque/Picasso, Steightlitz/O’Keefe, Pissaro/Cezanne, Dada collaborations); using the idea of collaboration work in small groups on a shared project such as a large drawing or painting of the human figure; discuss roles of proportion, balance and unity within a piece composed by different artists; and critique works with criteria including use of media, elements, proportion, unity and cooperative group skills. Standards 2b, 4bc, 5b
4.6.2 Students research specific information on an artist of their choice and give a class presentation (i.e., oral, poster, written report, etc.) Standards 4bc	4.8.2 Students work in small groups to examine an image and/or artifact; brainstorm to analyze and describe the culture, purpose, and materials that influence the meaning of the artwork; and explain how they interrelate. Standards 3b, 4a, 5a
4.6.3 Students use recognition of different elements to identify works of art by culture or time period in an activity where students match artwork to one of four styles (i.e., High Renaissance, Impressionism, Surrealism, Pop Art, etc.). Standards 2b, 4ab, 5b	4.8.3 Students examine art prints to discuss how government, religion and other societal values and structures affect the form and content of an artist’s work. Standards 3a, 4bc, 5ac, 6ad
4.6.4 Students evaluate a piece of artwork to understand and list how factors of context shape a work. Standard 4c	4.8.4 Students act as a curator and create a museum exhibit to display visual prints connected by artists, theme, culture, time period, etc. Standards 4ab, 6e
	4.8.5 Students discuss the role of culture as a context for art; in two groups prepare a debate on whether art can be .

Grade 6	Grade 8
4.6.5 Students compare and contrast two works of art with similar media and content created by a culture in two different eras. Standards 3b, 4abc	viewed independent of culture. Standards 4ac, 5ad

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PERFORMANCE STANDARDS 9-12

Students will:

- a. Analyze and interpret artworks in terms of form, cultural and historical context and purpose.
- b. Analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning.
- c. Compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making.

Grade 10	Grade 12
4.10.1 Students research a specific year and gather information on art, literature, music, social science, science and history/politics of that specific time period; and with the class, compile the resulting information to create an interdisciplinary cultural time line. Standards 4ab, 5a, 6a	4.12.1 Students study Picasso’s use of African artwork and his separation of art from its context; after critical reading of several articles about the famous “Primitivism” exhibit at the Museum of Modern Art, debate the use of artwork separated from its context; identify what issues a Western museum curator needs to address when displaying work from a Non Western culture; address and explain several solutions to the problem of how to communicate a different aesthetic value system to an audience familiar with the Western/Greek aesthetic theories; and justify the position taken. Standards 4abc, 5c, 6ae
4.10.2 Students create an autobiographical piece using images and symbols which reflect their culture and ethnic background (i.e., assemblage or still life drawing using person objects). Standards 3b, 4b	4.12.2 Students research a specific artist, time period, art movement, or style and present to class. Standards 4a, 5ac, 6a
4.10.3 Students visit on the Internet three national and/or international museum web sites to develop a visual timeline of two and three dimensional artwork of one particular culture; and download the images to create a visual display that communicates information on the culture, historical context and purpose for creating artwork. Standards 4abc, 5a	4.12.3 Students view a contemporary artwork from a book, periodical, web site, local gallery, etc. and develop an art critique using criteria of content, design principles, and technique and compare with a criticism from a periodical. Standards 4ab, 5bcd
4.10.4 Students discuss the relationship of narrative art in a specific culture, (i.e., Chinese screens); compare organizational principles of Chinese artwork with traditional Western narrative works such as illuminated manuscripts; discuss and interpret the purpose of narrative work in each culture and how the story and image reflect their particular history; and research an event in American history and using an appropriate medium, depict the event or story in a narrative manner using words and images. Standards 1ab, 2a, 3b, 4abc, 5ab	4.12.4 Students compare and contrast the materials, techniques and processes of two different artworks such as da Vinci’s <i>Mona Lisa</i> and Andy Warhol’s <i>Thirty are Better Than One</i> ; discuss the visual characteristics of each artwork and determine the aesthetic theory to which each piece belongs; justify these conclusions; and choose one aesthetic theory such as realism, emotionalism, or formalism to develop a self portrait.

Grade 10	Grade 12
4.10.5 Students analyze and compare the artwork of various artists such as Emil Nolde, David Alfaro Siqueiros, Dorthea Lange, Pablo Picasso, etc. to determine how history, culture, and societal values influence and affect the meaning of art; brainstorm how each artist conveys ideas and feelings,; and create a two dimensional artwork that is reflective of a current societal problem using personal symbols and ideas. Standards 3b, 4abc, 5a, 6a	Standards 2a, 4c, 5abd 4.12.5 Students discuss the role of ornamentation as a functional art piece and compare its use in two cultures (cameos in Western cultures and amulets in Egypt); analyze purposes of objects, media choice, and design principles; and based on this information create a functional art piece using symbolism. Standards 2ab, 3b, 5ab, 6a